

ADDENDUM

For students enrolled in classes utilizing service learning methodology or students enrolled in the classes based on the Success Skills through Service Learning Curriculum Frameworks students learn skills through community service, which is service without pay. Therefore, the following guidelines (based on curriculum frameworks adopted by Tennessee State Board of Education, 2000) should be followed in service learning implementation. (This addendum replaces pages 25-26 & pages 34-35)

Replaces pages 25-26:

CLASSES BASED ON SUCCESS SKILLS THROUGH SERVICE LEARNING CURRICULUM FRAMEWORKS

(www.state.tn.us/education/ciciservicestandards/ciserviceframe.htm)

adopted by the State Board of Education, 2000

Definition: The Success Skills through Service Learning course is designed to provide a comprehensive approach focusing on ethical, social and intellectual skill development. Mastering the standards will enable students to learn citizenship in schools and community.

Student Selection: The course is open to students in grades 9-12.

Secondary Credit: A maximum of three credits may be earned in any one school year. At least one credit must be earned in the related classroom experience.

Related Classroom Instruction: Students must be enrolled in Success Skills through Service Learning course concurrently with the service learning experience.

Time Commitments: The length of service learning experience matches the duration of the course.

Computation of Grades: Both the classroom performance and the service learning component are to be evaluated in determining a student's composite grade. One composite grade should be given for both, not two separate grades.

Service Learning Coordinator: The service learning coordinator must have the required licensure and have completed the state approved training prior to the supervision of students in a service learning experience. Completion of the Work based Learning Training is accepted as having met training requirements for the teacher of record in service learning.. This may be the teacher of the related class or a teacher assigned to supervise the WBL experience.

Coordination of Students: Each student's school experiences and service learning activity must be coordinated together if both are to contribute to the student's education. Although structured training plans provide the foundation for this coordination, close supervision is necessary for successful implementation. Service learning coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Supervision Requirements: The service learning coordinator must accompany students to service learning activities involving the entire class. In addition, the

coordinator must make an on-site visit to the sites of students placed individually a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Service Placement Restrictions or Limitations: Placements must relate directly to the course content. Service placements must be confined to non-profit endeavors. All placements will be reviewed for child labor infractions and linkage to the course. Service experiences in the health care fields have additional limitations. (see General Policies)

Required Documentation: The following documentation must be completed and on file for each participating student prior to beginning the service experience:

Training Plan* (must be on file with the training station. Forms must be kept on file by the LEA for a minimum of 5 years.)
Insurance and Emergency Information Form
Proof of Safety Training

Summary Sheet: A summary sheet listing all service learning students must be submitted.

Safety Training: Safety training is required to be completed prior to the student's placement. Proof of safety instruction must be maintained for 5 years.

Wages: Service learning experiences are **unpaid**. Credit cannot be awarded for paid experiences.

Transportation: Students and parents/guardians are responsible for providing transportation. In some cases the school system or school may make arrangements for students.

Replaces pages 34-35.

SERVICE LEARNING METHOD

Definition: Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about the service, emphasizing the connections between service experiences and academic learning. Although most service learning activities vary by educational purpose, most programs balance students' needs to learn with recipients' needs for services. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.

Service learning is the methodology used to deliver a portion of the curriculum and requires a reflection component. The teacher must be able to visualize skills to be learned through service. Documentation of outcomes will be determined based on reflection, which can include evaluations, journals, Power Point presentations, video productions, plays and portfolios. In the case of small groups, it is recommended that reflection include a seminar format.

Student Selection: Participation is open to students enrolled in the related course.

Secondary Credit: No additional credits beyond those earned in the related class are

awarded.

Related Classroom Instruction: Service learning projects and activities should be an extension of and complement to the content of the related course

Time Commitments: The use of the service learning method occurs as assigned for the duration of the related course.

Computation of Grades: Both the classroom performance and the WBL service learning component are to be evaluated in determining a student's composite grade. One grade should be given for the course.

Work-based Learning (WBL) Coordinator: The WBL coordinator must have the required licensure or have completed the state approved training prior to the supervision of students on a WBL experience.

Coordination of Students: Each student's school experience and service learning activity must be coordinated together if both are to contribute to the student's education. Although structured training plans provide the foundation for coordination, close supervision is necessary for successful implementation. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students.

Supervision Requirements: The WBL coordinator must make an on-site visit to the service learning site a minimum of one time per grading period. More frequent visits may be required in the monitoring of students experiencing difficulties.

Service Placement Restrictions and Limitations: Activities must be confined to non-profit endeavors. All placements will be reviewed for child labor infractions and linkage to the related course. Service in the health care fields have additional limitations (see general policies).

Required Documentation: The following documentation must be completed and on file for each participating student prior to beginning the WBL experience:

Training Plan

Insurance and Emergency Information Form

Proof of Safety Training

Recommended Forms:

Evaluations

Visitation reports

Safety Training: Safety training is required to be completed prior to the student's replacement. Proof of the safety instruction must be maintained for 5 years.

Wages: Service learning experiences are **unpaid**.

Transportation: Transportation to and from the service learning site is the responsibility of the parent/guardian and the student.